

School Activities



Initiate Student Librarians—Greenleaf High School, Greenleaf, Kansas



"Work Day for Freedom"—Wayne High School, Hasbrouck Heights, New Jersey

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School Activities

HARRY C. MCKOWN, *Editor*

RALPH E. GRABER, *Managing Editor*

C. R. VAN NICE, *Associate Editor*

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As the Editor Sees It



We are glad to welcome to our Advisory Board the new Commissioner of the Kansas High School Activities Association, Mr. Carl H. Kopelk. For ten years Mr. Kopelk has been on the staff of this Association, its Assistant Commissioner since 1954. Previous to this, for a period of eighteen years, he served as teacher, coach, and athletic director at McPherson High School.

A good man, following a good man (Mr. E. A. Thomas, retired), at the head of a good organization, and on the Board of a good magazine—all of which makes it good for our readers.

That the transition from secondary school to college is unhappy and unsuccessful for many intellectually-prepared students is evidenced by the number of drop-outs and the admitted difficulties these students have in trying to make the necessary adjustments. This enormous wastage is something which both the school and the college do not like to face or talk about.

There are a number of "how-to-succeed-in-college" books, written mostly by college people and usually considerably idealistic and sermonic. Undoubtedly they are helpful, but they present only one side—the college side.

Now comes a book which presents the students' side, *COLLEGE FRESHMEN SPEAK OUT* (by Agatha Townsend, Harper and Brothers, \$2.50), a careful study of the anonymous returns of a rather lengthy questionnaire by 470 freshmen from twenty-seven representative colleges.

This is a story of adjustments (successful and unsuccessful), of satisfactions and dissatisfactions, of approvals and disapprovals, of strengths and weaknesses—of high school preparation and college life, all told directly, frankly, and discerningly by these college freshmen.

The final chapter, "Assignment for Tomorrow," is a summary of recommendations directed to both high school and college administrators, and to future freshmen.

Here is a book which should be readily available to your students, teachers, administrators, AND PARENTS.

The current over-crowding, with its consequent lack of sufficient attention to the individual student, has brought a very commendable

"Stay-in-School" Campaign in many communities. Various types of extracurricular activities, such as the newspaper, bulletin board, assembly programs, exhibits, group discussions, P.T.A. presentations, and student council projects can help school authorities very materially in promoting this worthy campaign.

We know of one rather small school which recently spent more than two thousand dollars for band uniforms—to be used not more than eight or nine times during the year.

Meanwhile, its student council sells pop and peanuts, collects old magazines and scrap iron, stages amateur shows, begs from students and teachers, and in other unpretty ways strives to finance its program for the betterment of the entire school.

Hardly a pretty picture!

In the wake of periodic college-interscholastic-athletics "housecleaning" one can always read newspaper accounts of what some coach has said, and in the next day's paper his denial of having said it. We've already had several of these cases this fall.

Just what was wrong? Was the coach "misquoted"—as he usually states; did he change his opinion overnight; or what?

You guess.

An assembly program based upon Thanksgiving, if it is significant, dignified, and impressive—as it can be made—is a very appropriate event for this important season.

Presenting student gifts to faculty members is an established procedure in many schools, often a part of one of the commencement season or other end-of-the-year programs.

Originally it was a spontaneous and perfectly proper service. In your school is it still appropriate or has it become mostly merely a meaningless tradition? Do the students give freely and willingly because they want to give or because they are expected to give? Is there competition in giving? Do all teachers share somewhat equally?

Why not survey the student body to see if this practice is really desirable and worthy? A good project for the student council!

Diligence of effort, development of best skills, active participation, in cooperation with a point system, may show students doing better than anticipated.

A Basis for Presenting Awards To High School Speech Students

WINNING A LETTER IN FOOTBALL is common. Basketball players and other athletes like to wear their sweaters with numerals, or swing their trophies at the ends of long key chains. For other activities awards are often given as a means of recognizing merit. Writers for the school paper or yearbook get quills, and officers of the French Club wear distinctive pins.

The basis for an award in an academic pursuit is difficult to decide. At its worst it may be decided on the subjective opinion of an adviser or of a director of the activity. Too often a narrow basis, such as the winning of a tournament, or the writing of a superior examination, is the basis. Occasionally an attempt at a democratic approach is used and a committee representing administration, faculty, and students chooses the list of awardees.

For a high school with an active speech program a system of awards is needed which will promote the best aims of the activity as an educational device, rather than to encourage a "win at any price" philosophy. Students need to develop initiative, get abundant practice, and be motivated to do the quality of work necessary to meet exacting standards of instruction. They need to be encouraged to continue to participate in speech during their entire high school career.

Our Cover

The upper picture shows the student librarians of the Greenleaf, Kansas, High School participating in a portion of their initiatory ceremonies. An impressive candlelighting ceremony was used. It was written by the school librarian, and the superintendent assisted in the program. Library pins are presented at the end of the year to the assistants who merit them. See article on page 101.

The lower picture shows students of the Wayne Township High School, Hasbrouck Heights, New Jersey, turning in wages earned on various jobs. It is the climax of activities on "Work Day for Freedom," held during Christmas vacation. Students pursued many varied jobs during the day, gained valuable experience, and had the satisfaction of knowing that their donations were going to a good cause. See story on page 77.

WILLIAM S. TACEY
Department of Speech
University of Pittsburgh
Pittsburgh, Pennsylvania

The practice of basing awards upon success in competition is a narrow one; and at best dubious, due to the subjectivity of judges deciding the contest results. For every district or state tournament winner there are frequently several more individuals or teams who are equally well qualified, and who, with a different set of judges, would have won the contest.

In some geographical areas there are few opportunities for students to enter speech contests. Setting up standards for awards in advance may be unsatisfactory for they may be either so high as to be unattainable, or so low as to limit the appeal of the award. Either may discourage students instead of motivating them to try for success.

A graduated system designed to cover a four-year period is suggested. For three-year school systems one of the first three may be eliminated. Suitable awards might be made as follows: first year, pin with gavel design; second year, class numerals; third year, school letter; fourth year, school medal with appropriate design and inscription.

The advantage of a different award each year is that the student has the hope of award in each year of participation. The intrinsic cost of the awards need not be high; the extrinsic may be priceless.

In establishing a base for making awards, the broader the base can be practicably made the better it may be. The winning of contests is but one aspect of speech training, whether it be interscholastic, intrascholastic, or both. For all forms of speaking the desirability of speaking to audiences is unquestioned.

Contest speaking often means speaking to but a chairman and a judge. A debate before a local service club may teach the debaters more about persuasion and audience analysis than an all-day

tournament, regardless of how cleverly they seek advance information about their judges.

An afternoon of poetry reading before a woman's club can be of invaluable help to students of interpretation. For such appearances high school boys and girls make the kind of preparation that all teachers pray for.

A point system for making awards has merits over other systems. It can be made cumulative over a semester or a year of study. It minimizes the subjectivity of a judge, or even of a speech teacher. It puts the student into competition with his fellows at all levels, and puts a premium upon participation in many forms of speaking and in adequate preparation for speaking.

SUGGESTED POINT SYSTEM

	POINTS
1. For participation in speech contests (each round) _____	1
2. For winning a speech contest (each round)	
A. First place _____	3
B. Second place _____	2
C. Third place _____	1
3. For assisting in speech contests as Chairman, Timekeeper, or other Aide _____	$\frac{1}{2}$
4. For audience appearances (Point value to depend upon size of audience, e.g., 12 or fewer—1 point; 13 to 20—2 points, etc.)	
A. Featured speaker _____	1-10
B. Member of a debate team _____	1-5
C. Member of a panel _____	1-5
D. Member of a voice choir _____	1-3
E. Lead in a play _____	1-10
F. Supporting role in a play _____	1-3
G. Serving as chairman or other speech aide _____	$\frac{1}{2}$ -2
H. Securing opportunity for self or another speaker before an audience _____	1-10

At the end of the period for which the point system is to count, students should be ranked according to the total number of points which each has earned. Obviously, the more active, the more diligent, and the abler speakers will appear at the top of the list. The median score may be used as the convenient cut-off point. Awards are distributed to those ranked above the median.

Such a system has the merit of objectivity. Once the time previously set as the award period, semester or year, has elapsed, simple arithmetic can be used to determine the awardees. Under adequate supervision by the teacher, responsible students can be entrusted to keep records and make computations themselves.

Often the speech director is amazed to learn that someone who seemingly had not worked hard has done well enough to go above the median. Another who made a favorable impres-

sion with his winning personality proves to have been lazy or incompetent.

Best of all the system of awards outlined above, and used many years by the author, tends to minimize the significance of awards in the student's mind. Through his participation in the speech activity, perhaps first motivated by the hopes of winning an award, he learns the satisfaction that comes from hard study, the reward of gaining knowledge, the thrill of competing with his peers, and the pleasure of succeeding before an audience.

The use of the proposed point system as a basis for making awards to high school speech students presupposes an organized speech activity that is broad in scope. It must be organized with the aim of teaching all students.

The debate director who chooses his four best speakers in the fall and drills them until they are able to win tournaments will not like it, for its use will expose the fact that he neglects all other speakers who need his instruction and the opportunity to practice.

The dictatorial instructor who makes all decisions on the basis of his own observations and feelings will doubt its merit. The speech teacher who gears his program to the needs of all of his students may see in it a means of helping each student to realize his own potential.

The speaker who may not be sufficiently able to make the varsity debate squad may be a super-salesman for play tickets or a spellbinder at the football rally. The timid girl who hesitates to give extemporaneous speeches may excel in scheduling speech programs before local audiences. Each student, by diligence of effort, by developing his best skills, and by participating actively, will find under such a program that he is succeeding better than he may have expected in getting an education.

High School Day Is Enjoyable

RALPH W. CLARK
Principal
College Training School
East Tennessee State College
Johnson City, Tennessee

High School Day is held annually by East Tennessee State College to entertain and promote

School Activities



Chow Lines

orientation for eastern Tennessee high school seniors. The program depicts college life, tells about the academic work which the college of-

fers, and includes a picnic on the college campus with the food furnished and served by the college. See article in the March, 1956, issue of **SCHOOL ACTIVITIES**.

A part of the 2600 high school seniors from eastern Tennessee who attended one of the High School Days are shown in the picture. It is lunch time and they are standing in line to be served hot dogs, potato chips, donuts, apples, and cokes at ten serving counters. Some have already obtained their lunches and are sitting in the stands or on the grass near the field. The scene is the stadium which is located on the campus of the college. The building in the rear is the new English building.

"Wash 120 Cars." Other jobs included painting, baby-sitting, gardening, ironing, clearing property, cleaning attics, laundering. "Earn \$1600 Dollars."

"School With a Heart"

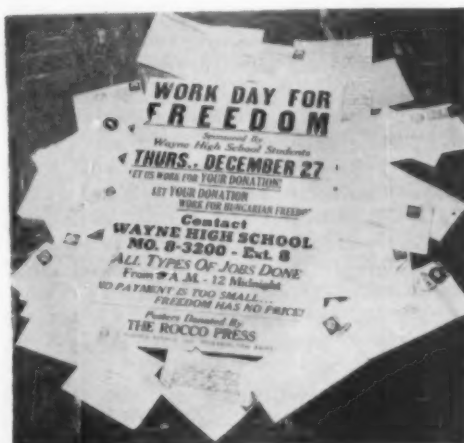
"WE WERE YOUNG ENOUGH STILL to harbor the glad illusion that organized forms of get-together were commendable." So said Emily Kimbrough in *Our Hearts Were Young and Gay*. In this respect, the younger generation hasn't changed. At least not in Wayne Township, New Jersey, where students gave their hearts and help for Hungary.

A short time ago in this suburban-rural community—as in many other American communities—there appeared those hurtful, yet almost helpful headlines of horror in Hungary. To the six-hundred high school students in Wayne, this was more than someone else's problem. They wanted to do something. Something which was action-filled and not limited to mere movement. You know the movement type of campaign, worthy cause appears on the scene . . . student raises funds from parents . . . end of drive for worthy cause! In place of this, they wanted to do something which would reflect their own giving.

As a result, the students went from movement to the action of carrying out a unique program which can be repeated in other parts of our United States. They organized "get-togethers." First was a meeting of student leaders who discussed the Hungarian problem with high

SYD SALT
Principal
Stillman School
Tenasly Road
Tenasly, New Jersey
formerly with
Wayne Township Public Schools

school principal John Van Dyken. From this came the plan for another meeting—an assembly



Work Day for Freedom

in which the student leaders could discuss a plan for doing something to assist in Hungarian relief.

The plan was relatively simple. It involved service. Since Christmas vacation was just around the corner, each student might be in a position to allocate at least one day to work for freedom. And "work" was exactly the word to describe student contributions. Surely, money was obtained for their efforts, but it went directly to the school's Hungarian Relief Fund.

The loose ends were tied together quickly. The students organized a meeting with members of the clergy, who represented all the faiths in the community and exhibited an enthusiastic response to the program. Shortly thereafter, parishioners throughout the Township had learned that December 27 was "Workday for Freedom" and that each church would serve as a work center. This meant that anyone who had a job to be done on the 27th could call the church and obtain the services of a Wayne High School student.

Meanwhile, the students had organized further. A coordinator was elected, a publicity program prepared, and a central information center established at the high school. At the center, close contact could be maintained between prospective employers and workers. A card file to indicate the names of all students and the hours each would be available for work was systematized. Posters, donated by the local Rocco Press, were placed in strategic locations within the community. Mayor Robert Roe proclaimed December 27 as "Work Day for Freedom."

Student-written flyers were sent to parents. Members of the clergy explained the program to their parishioners. Newspaper and radio support were requested and received, free of charge.

In time, things began to speed up. Let's take a look at some of the happenings. President of the student council, Al Smith, who plays a guitar and sings (he's sometimes referred to as "Wayne's answer to Elvis") won a spot on the Ted Mack Amateur Hour. Besides performing, he took time to discuss the Work Day for Freedom program. The results were encouraging. Not only did he receive a larger number of votes for his musical talent, but also he received "Workday" correspondence from distant parts of the nation.

Within ten days, letters and donations had poured in from fourteen states. A lady in Georgia sent a handmade apron to be sold and the funds donated to the Hungarian Relief program.

A ten-year-old boy in Verona, New Jersey, went out on his own; worked, and sent the income to Wayne High School as a donation to the fund.

A sixty-four-year-old housewife from Washington, D.C., sent fourteen attractive handmade motto cards, which were suitable for wall decorations, to be sold and the profits applied to the fund.

Students in Caldwell, New Jersey, organized in that community a Workday for Freedom patterned after the Wayne program.

A group of high school students organized a car wash and satisfied one hundred and twenty customers before the day was over.



All pitch in

A variety of odd jobs were reported. Some of them were: clearing property, painting, making salads, baby-sitting, ironing, laundering, gardening, washing cider bottles, cleaning attics, garages, cellars, etc. One boy showed up with a broken arm and refused to leave until he had completed seven different jobs.

Oh, yes! The money. By the end of the day, the students had earned over one thousand six hundred dollars—all for freedom.

On January 29, two Wayne students traveled to Washington, D.C., where Vice-President Richard Nixon accepted the money on behalf of the Hungarian Relief Fund. Said Diane Lauster, student coordinator of the program, and Al Smith, "It was the most satisfying experience of our lives!"

And so it is reported that the younger generation has proven its power to organize. But to answer the question of "have they found success?" let's review their efforts in the light of a comment by Ralph Waldo Emerson. He once wrote (paraphrased) "to laugh often and love much; to win the respect of intelligent persons and the affection of little children; to earn the approbation of honest critics; to find the best in others; to give oneself; to leave the world a bit better; to have played and laughed with enthusiasm and sung with exaltation; to know even one life has breathed easier because you have lived—this is to have succeeded."

About the greatest contribution that the newspaper makes to its readers is the constructive criticism, information, and explanations found in the editorials.

Editorial Policies and Opinions— How Important?

THE EDITORIAL STAFF of the college newspaper is constantly facing problems of policies and opinion. What should the editors print, how much, and about whom? Which school affairs should they show interest in editorially, how much, and how much should they criticize or support projects?

Editors who do not take their jobs seriously never bother their minds much about these things. The school newspaper just gets put out. But newspapers such as this are just not good ones.

Happily, more editors are not like this. Their papers are important to them, and they are anxious to do a good job. They have learned to be discriminating and provide leadership. They show interest in the school, school problems, the faculty, and the students. They produce the best newspapers.

What standards should editors use in judging what should and should not be printed? Really, it is difficult to set any down, and if we did, the editor might object, saying that we are trying to run his business. Nothing of the kind is being done here. But, there are certain basic ways of running a college newspaper, and these should be considered here in order to make the job for new editors, particularly, easier.

CONSIDERATIONS

First, consider this: for whom is the school newspaper published? For the students, of course. The students are the public, not the faculty or administration, which the students outnumber twenty or more to one. Their interests should be thought of and the newspaper written for them.

Editors will screen their material with this in mind. The basic news which is printed and the features that are run need not please anyone else. If the faculty and administration read the newspaper, all right. But they are not to be appealed to.

As far as opinion is concerned, this should be written, too, from the students' point of view. This is not to say that it must be stereotyped.

ERWIN F. KARNER
2127-A South 34th Street
Milwaukee, Wisconsin

The viewpoint which is presented in any school newspaper is the viewpoint of the editors who write it. But editorials must be written to convince the students.

Editorials are of two kinds: those which promote and those which criticize. Weak newspapers promote too much, foolish papers criticize too much, and top-rated papers know when to do which and how much. Editors, who are afraid to touch campus subjects of controversy, use editorial columns to promote. The characters of the editors become clearly drawn after the reader follows a few issues.

On the other hand, handling controversial matters must be done with some consideration for the feelings of the people involved. The newspaper is the organ between the business matters of the school and the public. As such, it leads or forms public opinion, or reflects that opinion which cannot be presented anywhere else.

Opinions should not be expressed without full knowledge of the subject. Furthermore, the readers should be given the information in the news column which the editors have. Editors should not be afraid to express their opinions, but discretion must certainly be practiced.

FINANCES AND SCHOOL CONTROL

Unfortunately, most college newspapers receive their money from the school, and with the money comes control. This control usually enables an officer of the school to read over everything which is to be printed, and blue-pencil anything which he objects to. The final answer to this problem is to have more independent school newspapers. But, financial necessities rule out the possibility of this; more and more, such newspapers have had financial trouble.

However, let it also be said that most blue-pencil men are pretty fine people. And they do catch serious mistakes on the part of neophyte editors, who might think that their newly-gained

authority permits them to violate all the mores of journalism, which they have ever heard of. Newspaper men are not above the law or society.

The wishes of faculty or student committees should be honored, also. If the committee has set a release date for a report, for instance, editors ought to respect that date—but insist that they be given the story soon enough, so that it can be published in the issue appearing immediately after that date. Not respecting the wishes of the committee in a case such as this, would be violating the best mores of journalism.

Editorial comment about the committee's report or work should wait until after the release date, if the committee so chooses. If the editors feel that the work of the committee should be brought before the public before a report is rendered, hoping that public opinion will influence its work, they ought to sway enough members of the committee over to this point of view. Perhaps, the committee can put off final decisions until the students have had a chance to indicate their views upon the matter. Failing this, the editors will be on their own as to what they will do with what they have.

At a school where editors are appointed by faculty or faculty student committees, any transgression might be punished with loss of job. But college editors need not lack diplomacy, and usually matters need not be carried so far. Most committees, if they invite the press, are open to suggestion. If they are unwilling to accept the editors' suggestions, the committee, no doubt, has good and substantial reasons for its decision.

EDITORIAL CRITICISM AND ATTACKS

This does not eliminate the possibility of criticism in the newspaper's columns. Such criticism might be wise or unwise. If student opinion is strongly behind the criticism, and this can be brought to the committee's attention, perhaps the committee will reconsider.

Above all, editors ought to remember that nothing is fixed or permanent. Change is always possible in the future.

Attacking individuals in the editorial columns is usually unwise, although sometimes necessary. Unwise, because so many people are involved in planning particular programs that it is stupid to blame one, if something goes wrong. However, if individuals are attacked, the editor should be sure that he is attacking them for the positions which they hold and what they have done. All

human beings are fallible. Criticism can and should be constructive.

Editorials ought not stand alone. News stories which cover the matter under discussion should explain the situation discussed in the editorial with quotes from the people concerned. To be fair in matters of controversy, the participants ought to be asked to comment upon a matter with no prior knowledge of the comment of anyone else.

That is, it is hardly proper to ask one person, allow him to make a charge, then present the situation to the other person, including the charge. The first person does not have the opportunity to answer any charge, except that made by the editor. The second person has the opportunity to change the reply, which he intended to make, in light of the charge presented by the first person.

PROMOTION AND PUBLICITY

As far as promotion is concerned, there are two sides to it: printing items in the news columns and promoting in the editorial columns. Editors can decide how much space will be given to matters which are being promoted on the campus. Big affairs will deserve feature story as well as news story treatment. What editors will have to beware of are sharks, who are trying to push something out of all proportion to the numbers who will be interested in it.

It is too easy for college editors to promote. Not having done much work upon campus affairs, they find themselves needing something to fill out their editorial column. They therefore write a "rah-rah" column about one or more activities, and feel that they have done something for the school, and have fulfilled their duties as editors.

They have taken the easy way out, and intelligent readers will spot this immediately.

Good promotion in the editorial columns consists of getting behind a worthy enterprise and writing about it in an intelligent and enthusiastic way. Editorial promotion in this manner ought to show that the editor is thoroughly familiar with the activity and understands its place in the school program. He can show what positive benefits it offers for the school and students and why it should be supported. The piece should appeal to the readers' intelligence, as well as to their emotions.

College students do have intelligence!

If editors ever forget this fact when writing

and preparing their columns, they will be failures. Student readers soon lose interest in a newspaper which is being published just so that one is published, so that it pleases the faculty or the administration, or so that it can be used to promote the interests of one clique on campus.

Newspaper staffs should have some of the most intelligent and most energetic people on the

campus as members. But many of them do not, and do not in the places where they need the best leadership—in editorial positions. Only the school itself can decide what kind of a press it wants. The college newspaper ought to represent the school at its best. Whether it does or not is squarely up to the editorial staff and those who make the appointments to it.

The school broadcasting station can be realistic—the center of a school's most interesting, really popular, vastly important extracurricular activities.

Give Your Students "The Air"

RADIO IS NOT ONLY A VERY PERTINENT SUBJECT during this International Geophysical Year (IGY)—it can be important any year in modern education. This two-part article will show how a school can get started in using this medium and the many ways it can be integrated into the modern curriculum.

The small number of schools with broadcasting stations seems to indicate that many teachers and administrators who might be interested in its use are not aware of the opportunities and possibilities available. Let us consider first the two types of stations available for educational use. (All broadcasting is subject to Federal regulation.)

Probably the easiest and least expensive method is the use of what is called a "wired-wireless" or "carrier current" type of transmitter. This is a transmitter of very low power that is frequently used to cover a campus of several buildings. It can be established with a minimum of expense.

Another type available is especially attractive in areas in which FM (frequency modulation) is in use and receivers of that type are commonly available without special purchase. Special frequencies can be assigned educational institutions, allowing them to put a low-power FM station on the air that can reach outlying schools and home receivers.

Transmitters of commercial manufacturers are available, as are other associated items such as amplifiers and mixers—however a local radio engineer or radio ham can be of terrific assistance. Remember, all broadcasting must comply with federal regulations. Contact the engineer in charge, in care of your local FCC (Federal Com-

ELMER H. WAGNER

Audio-Visual Director

Radio Club Sponsor

Riverview Gardens High School

St. Louis County, Missouri

munication Commission) office, or write the FCC in Washington, D.C.

Now that we have a radio station, what are we going to do with it? This is where the sponsor, principal, station manager, or whatever they call you, can really develop ideas to use and help almost every department in the school.

One way of methodically working out an organization worthy of the name is to form a RADIO WORKSHOP CLUB. Please don't jump at the conclusion that the dramatic coach should be assigned this duty. They are usually busy enough. Speech and drama are very important but there are many other unseen implications. Several cooperating faculty members are preferable. Students can take over and do most of the work if they are properly advised and given a little training.

Engineers can be recruited from students in the physics department or, if you are lucky, some of your students may already be hams (amateur radio operators). Be sure to use them. If your school teaches electricity you have another valuable source of personnel.

Not much space is required for special purposes. Even basement or attic rooms can be used if there is room for a few tables, a transcription player, and an amplifier. The public address system amplifier will serve nicely as part of your needed equipment.

A small partitioned area will serve as a studio if a little Cellotex is used to control the acoustics.

Check with your shop department. It is possible that your music room is already an ideal studio. It should have good acoustics to start with.

A good tape recorder is almost an absolute "must." With it, programs can be recorded during club meetings, and/or workshop sessions, of speech and dramatic classes. Interviews can be made at portable locations for later use.

All stations need scripts. Your English department probably has many students loaded with ideas. Here is their chance to be developed. Typing, clerical work, and record keeping will find volunteers from the commerce department. Let them all get into the act.

So far we've talked about everything except the actual content of the programs to be broadcast—and why. Basically, this station should not be thought of as only a source of entertainment. It can and should be used in any way that it can help the educational program.

To make it easy, let's first consider pre-recorded source materials. If you have no such materials available, check with the leading record companies and ask for their educational catalogs. Many states, counties, and districts, have their own audio-visual departments with large libraries of recordings and tapes available for free loan. Some of the material available is exceptionally fine.

The makers of Scotch and other tapes have many sources and aids available for your use. Leading radio networks may also be of assistance. Scholastic Magazine sponsors a national club that furnishes scripts and many other materials that are ideal for school use.

Programs of greatest local interest are frequently broadcast as "live" shows. It takes a great deal of practice to get the knack of producing a realistic-sounding performance; but in a short time students can achieve near-professional results.

Memory work is not necessary; and after a little experience only a minimum amount of rehearsal time will be necessary. Be sure to tape-record these shows. They are valuable for self-criticism and often can be used again—if they were produced as an aid to some specific course—as many of the programs will be.

Your schedule of broadcast activities will be controlled by the reason for wanting to broadcast in the first place. Schools without an intercom will find this actually an inexpensive way to present a desired program at the exact time needed in any classroom of any building. It can

be repeated as often as necessary during any period. This can all be done with excellent fidelity (better than most intercoms) simply by tuning in a portable radio to the proper frequency.

The heavy tape recorder and transcription player need not be carried from room to room or building to building. No one ever needs to wait until it is his turn to use the equipment or until another building is finished with it. In some cases, the need to purchase extra equipment is eliminated.

Students particularly like the idea of broadcasting school news and DJ (disc jockey) shows aimed at listeners in the cafeteria or student lounges during lunch hours. Student forums, coming attractions, and school elections are real interest-getters. Everybody will be at their best because they are broadcasting and who knows who may be listening?

You'll soon have students in most classes and study halls who can and will make up an extremely valuable service club available at any time of day.

All ready to start? If all equipment isn't ready just cut off a broom stick, stick a cardboard mike on top, and stand by. You will have a start toward getting "on the air."

EDITOR'S NOTE: This is the first of a series of two articles. Part II will discuss the related and intriguing topic of amateur (ham) radio and some interesting observations on its relations to the general curriculum. See next month's issue of SCHOOL ACTIVITIES.

If You Invite A Speaker

1. Issue your invitation as early as possible. Many speakers who would like to oblige your organization cannot accept your invitation in view of previous obligations.

2. Be specific in reference to time, date, and place. If the invitation is extended by telephone, follow up with a letter.

3. Be frank about expenses. If your organization cannot pay the speaker's expenses, let the prospective speaker know this before he accepts. Make every effort to pay the speaker. All employees, regardless of the employing agency, are not on expense accounts large enough to defray the expense of all speaking engagements. Some speakers may not have expense accounts.

4. Provide a lectern. You should assume that a speaker needs a place to place his notes. Many speakers prefer to read their speeches.

5. Provide a suitable sound system if the crowd is big enough to justify use of same.

6. Speakers who have long distances to drive after completion of speech would appreciate being given an opportunity to speak before the business session of the organization is conducted. This added thoughtfulness will enable the speaker to get to his destination at a reasonable hour.

7. Avoid lengthy introductions.

8. Secure press coverage whenever possible. If the speech is important enough for your organization to hear, it may be assumed that it is important enough for other people to read. Speakers usually appreciate receiving copies of

local press coverage, pictures, etc.

9. If the speaker uses his personal automobile, ten cents per mile round-trip with meals and room are usually considered expenses. If other transportation is used, actual cost of the transportation plus meals and room is adequate. In the case of an official agency of the state or parish, mileage allowance may be limited by law.

10. If the speaker is invited to address a social meeting (banquets, coffees, etc.), include his wife in your invitation. She may not be able to accept but the invitation will be appreciated.

—LOUISIANA SCHOOLS

Participation in debating activity promotes excellent training and experience. One of the possible current high school debate questions is discussed here.

"Should United States Foreign Aid Be Increased?"

AMONG THE THREE POSSIBLE SELECTIONS for the final wording of this year's debate question is "RESOLVED: That United States foreign aid should be substantially increased." It is probable that the high school debater may wonder if this wording of the debate question is really a debatable proposition. The debaters will wonder about this specific wording of the topic because most of our public discussion regarding aid to foreign countries has been between the group who favor either reduction or complete elimination of this aid and another group who are trying to keep it at its present level.

There is a third group, perhaps smaller than the other two but still very powerful, who honestly feel that United States foreign aid should be substantially increased.

The proponents of the theory that United States foreign aid should be substantially increased take an aggressive attitude toward this entire problem of foreign aid. First, they are willing to defend the entire principle of aid to foreign countries as a good foreign policy for the United States.

In the second place they will not bicker over whether we should retain the present amount of aid or whether we should reduce the amount. They feel that the giving of United States aid to foreign countries has been beneficial, and that it should be increased substantially.

Before the debater can attempt to discuss any debate question it is essential that he have a clear understanding of the meaning of the terms

HAROLD E. GIBSON

*Illinois State Normal University
Normal, Illinois*

of that question. Below we will present an explanation of the meaning of the terms of the debate topic.

"UNITED STATES FOREIGN AID": By the term "United States" we mean the federal government of our country. Any aid given to the government of a foreign nation must be given by the federal government of this country. State or local governments in this country cannot legally give their funds to foreign governments.

United States foreign aid must be provided through legislation enacted by Congress. All legislation that provides aid to foreign countries must be voted upon favorably by Congress and then be signed by the President. Such bills now provide the administrative machinery necessary for this foreign aid to be properly allocated.

In the past the actual administration of the foreign aid program has been a duty of the President, who has established the proper bureaus to handle this problem. The President has always delegated this duty to one or more of the various departments or agencies of the federal government for the actual task of administration.

If we adopt the basic principle of substantially increasing United States foreign aid there will be no need to change our basic plan of administering this aid, unless of course it seems to be expedient to make such a change.

The term "foreign aid" implies that this

money, goods, and services will be given to foreign countries. The term *foreign countries* limits this debate question in a very important way. *Foreign* means "outside one's own country" and when we add the word *country* we find that this means any country other than our own. It should be remembered that this question does not state specifically that United States foreign aid shall be given to any specific country or withheld from another country.

This question should not be interpreted to mean that every single item of United States foreign aid should be substantially increased. Neither does it mean that certain items cannot be dropped completely from our aid program. The most logical interpretation that can be given to this debate topic is that the total over-all giving of the foreign aid program will be increased.

Now let us take a specific item in the foreign aid program and see how this question would apply. Let us take the project of building roads in Iran. It would be possible to interpret the meaning of the topic as being that the expenditure for roads in Iran should be substantially increased. We do not believe, however, that this question means that we must give more for roads in Iran.

We also do not believe that it means that we must actually give more money to Iran than we have in the past. The United States must still retain the power to determine where and how foreign aid will be distributed. What the question calls for is an over-all increase in the amount of money that we grant to this large program.

"SHOULD": The term "should" implies that the affirmative must advocate a change in the present program of giving United States aid to foreign countries. During a period of almost forty years we have been giving aid to foreign countries and at certain periods we have given rather large amounts. This question calls for the affirmative to defend the proposal that the amount of foreign aid that we give should be increased, and increased substantially.

The term "should" makes it necessary for the affirmative to show that the proposed substantial increase in United States foreign aid is either desirable or necessary or both. It may be difficult to establish the contention that an increase in United States foreign aid is absolutely necessary.

To be sure, we do have a number of authorities who do feel that this increase is absolutely necessary to our national well-being. It might be

the better part of good judgment for the affirmative to confine its efforts to proving that a substantial increase in United States foreign aid is a desirable shift in our foreign policy.

It is *not* necessary for the affirmative to prove that the United States will actually make this change and make a substantial increase in future foreign aid. If the affirmative can prove that the change should be made they will be able to establish their case in this debate.

"SUBSTANTIALLY INCREASED": The term "increased" means to be made greater. Without the qualifying word "substantially" this term would be without great meaning. When we use the two terms together the question calls for an important increase in United States foreign aid. Affirmative debaters will be forced to tell exactly what they mean by a substantial increase. Perhaps an increase of 25 per cent in our foreign aid could qualify under this term.

On the other hand an increase of 10 per cent might be attacked by the negative as an attempt to evade the meaning of this question. An increase of, say, \$100 million to a budget of four billion dollars might not be considered as being a substantial increase in the total amount even though \$100 million might be considered as being a substantial sum when taken alone.

ANALYZING THIS DEBATE QUESTION

The purpose of this section of this article is to give the debater an insight into the scope of some of the problems that may arise in the discussion of the advisability of substantially increasing our expenditures for foreign aid. We hope to interpret this debate question so that the debater will understand how to handle some problems that develop. The method of presenting these problems will be to first present a question, and follow it with a discussion of the problem presented by the question.

Question—*This debate topic calls for a substantial increase in United States foreign aid. Does this mean that the affirmative must present a workable plan that will show in detail just how the United States will administer this increased aid?*

Answer—Technically speaking, all that the affirmative team has to do in order to win this debate is to prove that United States foreign aid should be substantially increased. There is no need for the affirmative to propose any new method of administering these increased funds. It would be a mistake for the affirmative to try to propose and defend the minutiae of a specific

plan for administering foreign aid.

If the negative debaters demand a specific plan for the administration of increased United States foreign aid, the affirmative would be well within their rights if they point out that in this debate we are arguing broad principles of foreign policy, and not the intricate details of administration.

Question—If we debate the question calling for a substantial increase in United States foreign aid what is the affirmative required to do in order to prove that they are actually proposing an increase that is substantial?

*Answer—*If the affirmative debaters are arguing in favor of making a substantial increase in United States foreign aid they will have the duty to explain just what they mean by substantial. The affirmative may take one of two lines of argument regarding this problem.

If the affirmative proposed that we increase our spending for foreign aid to such a point that almost everybody will agree that they are proposing a substantial increase there will be no argument on this point.

If the affirmative proposed a rather small increase in foreign aid, and then makes an attempt to prove that this small increase is really a substantial increase they may run into opposition on the part of the negative.

Now let us assume that the affirmative proposes an increase of 10 per cent in foreign aid. To many people an increase of 10 per cent is not considered as being substantial. Such an increase in the cost of goods and services is rather common today. If this same increase is presented in dollars it would mean that we would increase our foreign aid from \$4 billion to \$4.4 billion or an increase of \$400 million. If we present the problem this way it may appear to be a substantial increase in foreign aid.

The affirmative will be required, as this question is debated, to propose and defend a substantial increase in foreign aid. If the affirmative team wishes to avoid the problem of proving that the increase that they propose is actually a substantial increase they can debate this question without mentioning the amount of an increase that they are proposing. The affirmative can present the arguments in favor of a substantial increase without mentioning any specific amount. If they do this they will avoid any wrangling with the negative over whether the amount that they propose really is or is not a substantial increase.

Question—When our debate question calls for a substantial increase in United States foreign aid, does this mean that the affirmative is proposing that we spend more in the countries where we are now giving aid?

*Answer—*As we interpret this question there is a desire to know whether the affirmative is arguing for more money for foreign aid projects that are now being conducted, or is there a call for a substantial increase for the over-all foreign aid program.

We must take the stand that the United States Government will retain the right to determine how United States foreign aid shall be used. If this aid is increased substantially our government may decide to enter into new projects with the increased money, or they may expend some of the increased funds on expansion of existing projects.

The affirmative are really proposing a substantial increase in United States foreign aid, but the right to determine how these increased funds shall be used must remain with the federal government.

Question—What is the duty of the negative debaters in this discussion of the advisability of increasing substantially United States foreign aid?

*Answer—*When debating this question, all that the negative has to do in order to establish their case is to prove that foreign aid should not be substantially increased. Negative debaters have two general methods of accomplishing this task. The first is known as the "pure negative case" in which the negative debaters merely attack the arguments of the affirmative and thus show that the affirmative plan should not be adopted.

If the negative debaters elect to use the "pure negative case," they usually do not admit the affirmative basic argument of a need for a change from the present policy regarding foreign aid.

We will give an example from this debate question. In presenting a "pure negative case" the negative would present arguments against a substantial increase in United States foreign aid that are strong enough to keep us from adopting the affirmative plan.

Some of the arguments that might be strong enough are: (1) The debt of the United States is so high today that we cannot afford a substantial increase in foreign aid; (2) The American people are so much opposed to an increase

in foreign aid that they will not support the program; (3) The foreign aid program has failed in its stated objective to stop the spread of Communism; or (4) Our foreign aid program is improperly administered and wasteful.

The negative can use these and additional arguments as they see fit in their effort to prove that we should not substantially increase United States foreign aid.

If the negative uses this type of attack they are not obligated to attempt to present any new plan for the handling of foreign aid. All that they need to do is show that foreign aid should not be substantially increased.

Question—How does the negative team use the "counter proposal" method of attacking the affirmative proposal?

*Answer—*If the negative uses the "counter proposal" method they admit a need for a change away from the present system of handling foreign aid. When discussing this particular question the negative "counter proposal" might be that the United States reduce the amount spent for foreign aid, and concentrate more on technical assistance and educational projects. Another "counter proposal" might be to cut direct aid and rely on loans to a larger extent than is now the case.

Question—The United States has been giving aid to foreign countries in very large amounts for about eleven years. Why do we find that at this time there is a growing demand in this country that we at least curtail the amounts that we are spending on this project that formerly had the support of most of the people?

*Answer—*The probable reason why we are having such a demand for either a reduction or complete elimination of economic aid to foreign countries is that the budget proposed by President Eisenhower for the present year was so much larger than it has been for several years. We had had a very large budget in 1953, but President Eisenhower had promised some economy in federal spending in the campaign of 1956. When he came out with his new big budget the reaction was immediate.

Newspapers have waged a fight against this large spending, and the target of most of their attacks has been what they call the "give-away foreign program." Republican Congressmen have also been critical of this big budget.

Since President Eisenhower cannot run again and there is not much hope that he can help them in the 1958 elections they are following the

popular trend of opposing federal spending on foreign aid. It should also be pointed out that Congressmen are also swayed by the volume of mail that they are receiving, demanding a cut in foreign aid spending.

Another reason why the people are now demanding either a reduction or the complete elimination of foreign aid spending is the news reports that we have been receiving which indicate that some of the money that we have been spending has been wasted. These reports tell of wastes in administration and wastes because the countries receiving this aid are still doing business with the Communists. The present change in attitude of the American public toward the continuation of foreign aid spending must be attributed to a number of causes.

Question—From a political point of view can it be said that direct economic aid to foreign countries is a policy of the Democratic or the Republican party?

*Answer—*A study of the foreign aid that we have had since the end of the Second World War will show that this aid was started when the Democrats were in power. On the other hand the two Republican Congresses and the present Republican President have continued this plan when they were in power. Economic aid to foreign countries is really a bipartisan plan that has had the support of a majority of the members of both parties in Congress. This proposal cannot be attributed to either party.

Question—What change has taken place during the last few years in the way Russia deals with foreign countries that has caused the United States to make a change in its policy of giving foreign aid?

*Answer—*During the last few years Russia has made a great change in her policy of dealing with foreign nations. Russia appears to have stopped using military strength in order to get what she wants from foreign nations, and has turned to the use of economic measures. It is not certain whether this change has been made because Russia sees that we have built up an effective military strength in NATO, or whether she feels that economic aid is the best way to win countries over to her Communistic system.

As Russia made this shift to greater emphasis on economic aid, we in this country turned to more military aid. Russia has been exploiting this change in American foreign policy by saying that we are militaristic and this argument has been accepted by some Asiatic nations. Some

authorities believe that Russia has made this change in order to secure time to perfect her own military build-up. Others feel that Russia has turned to the use of economic aid in Asia

because she can see that we have not been very successful in giving economic aid in Asia, and she feels that she understands the Asiatic mind better than we do.

There is no limit to the wonderful things that children are capable of accomplishing—if given the opportunity and understanding by proficient leadership.

A Childhood Play Program

MEMBERS OF THE FACULTY RECOGNIZING THE NEED for children to handle materials other than balls and ropes at recreation time (8:30 a.m. and 12:30 p.m.), set up this problem before our play leaders and aroused a desire to satisfy the younger children. A schoolwide campaign in the form of a "SHOWER" yielded the contribution of many interesting things—books, toys, puzzles, and games.

Now we have a library for these primary children that is exclusively theirs. Once a week a group is scheduled to browse freely among many interesting, colorful books ranging from picture books to books of more mature levels of reading. As a result of their library experiences, the youngsters engage in story telling, role playing, dramatization, creative writing, and arts and crafts. This activity has produced tremendous carryover values to the classroom reading program.

In another room is a group of children having fun playing with toys on a large table. These toys "belong" to the Play Center. The toys range from dominoes to a good-sized Ferris Wheel. How many children, outside of these fortunate ones in 184, have ever had a Ferris Wheel with which to play.

In the gymnasium a group is playing ball, while another is learning a dance. Everybody participates. Everybody is having fun, yet all are following instructions.

There is a pattern that has been acquired. There are many opportunities for children to grow in their ability to live effectively. These opportunities did not come about haphazardly. Nothing was left to chance. Meetings are planned in advance with the various goals outlined for the playleaders so that they are prepared to present their ideas.

These ideas are exchanged. Plans are voted upon and schedules are set up as carefully as curriculum planning by supervisors and teachers.

GERTRUDE RUBINOWITZ
Public School 184
Brooklyn, New York

The playleaders have schedules posted in the rooms they serve and children under their leadership know the schedules well.

An outstanding example of how this cooperative planning was made effective is in the outdoor picnic that took place recently. The playleaders did what every teacher does when arranging an outdoor project. To expedite matters, the playleaders themselves wrote out consent slips explaining the activity. The youngsters obtained parents' consent and returned the signed notes to their playleaders. Children discussed safety rules, courtesy and good manners, sportsmanship, and cleanliness.

The day of the outdoor picnic arrived in all its glory. Although the day before had been hot and unbearably humid, this day was delightfully airy and clear. There were many groups assembled on the small roof. Newspapers were spread on the cold tiles. The children, sitting in circles, looked like a garden of multi-colored flowers in their fresh and lovely dresses and blouses. There was an air of festivity as the children quietly ate their sandwiches and drank from containers which were brought from home.

Their conversation was expressive of the happiness of being together out in the open under a smiling summer sky. There were no problems. Peace and harmony, breaking bread together—a lesson for nations! Such happy moments don't come often. Dancing and group singing followed.

The children learn to be thoughtful and considerate. For example, recently a teacher was absent, due to the loss of a loved one. The play leaders and the children of the class, while waiting for the return of the teacher, planned a surprise party to help her overcome her grief. As they did not know the exact day she was to return, they arranged for a quiet greeting for the

morning. Without any indication of their plans for the afternoon they proceeded to help the teacher adjust emotionally to the smiling faces of her children.

Their happiness at seeing their teacher back and their quiet greetings were the most effective means of restoring her to her normal activities of the classroom. She immediately subdued her own feelings and returned the affection expressed so sublimely by the children.

In the afternoon a veritable "birthday" party was given. Colorful birthday napkins were placed on the children's desks and candy and cookies were served. (All at the expense of the play leaders!) The children sang songs, recited poems, played games, and even had an amateur program.

The play leaders had planned these activities with the children, had imbued them with feelings of sympathy and love and expressed it in a way that none could surpass. It was a child's way of saying, "Let us be happy."

Although the teacher was choked up with emotion, she knew that it was her duty to suppress her feelings and respond with deepest gratitude to these kind children who had made a glorious and spontaneous effort to make their teacher smile once more. School is the place where happiness can be found.

As a glorious conclusion to a busy and happy year, the play leaders and supervisors gave an afternoon program in the auditorium. Parents, teachers, all the second grade teachers, and their children were invited. The competent director of the play program was there as an invited guest and receptionist. The youngsters planned the entire program, with the exception of the operetta which was directed by the music supervisor.

The introductions and comments were assigned among the several masters of ceremonies. Each shared equally when his turn came. The program was well arranged and balanced. The poise and sincerity of the young speakers was natural because of their year-round experience in participating in group activities and in officiating at meetings and directing projects.

When the individual classes performed we were impressed by a number of things: the talent displayed by the individual play leaders, the variety of programs; each group had a different type, as choral speaking, cheers, dramatic recitations, dramatic songs, cowboy songs, marching rhythms, and other forms. There was no dupli-

cation!

The operetta was the only part of the program which was not under pupil leadership. Although the music supervisor's wife is the teacher of a fourth year class, she has been so inspired by the enthusiasm of the director of the play program that she has decided to devote her out-of-school time to the second year children, too. She organized a Junior Glee Club, after auditioning children recommended by the classroom teachers.

Obviously the most difficult part of working with children who are not in your class is getting them to come to rehearsals, getting permission from parents for staying in after school, and getting to know these children and their strong points and their weaknesses. The work involved was almost insurmountable. But the operetta, "Uncle Billy's Candy Shop," turned out to be a beautiful musical.

As a dramatic finale the play leaders organized their respective classes for a walk around the school block during lunch hour. But this was no ordinary walk. Teachers were invited to observe and enjoy but not participate. There were only two teachers who were part of the colorful parade of more than two hundred children and they made sure that they were actively engaged in keeping children a little closer, ever alert to help avoid straggling or accident.

The children made placards announcing their themes. One class chose "Safety" with slogans such as "Cross at the Corner," "Red Says Stop," "Green Says Go." In this group children carried small trucks, ambulances, a bus, and other vehicles. Parents, teachers, neighbors, passers-by all stopped to gaze in rapture at our beautiful children in their attractive paper costumes. The children, too, walking in orderly groups, were having the time of their lives.

And so another precious school year comes to a close. It was a year in which it has been proven daily that children can work together, play together, plan together, and live together in peace and harmony. It is most essential that they have good leadership to guide them in their planning, to train them in learning how to listen, and to participate in worthwhile activities and grow in creative power.

It is the only way that we can produce leaders. Nothing comes accidentally. It is only through guided planning that initiative and resourcefulness come into play in an environment that is stimulating and productive.

Planning and organizing a banquet involves varied activities—arrangements, invitations, publicity, menu, seating, toastmaster, speakers, and programs.

Let's Have a Banquet

"Our football team deserves to have a banquet in its honor."

"Let's give a banquet in the honor of Miss Kling, our faculty adviser."

"Before graduation we ought to have a class banquet."

These remarks are often made by students, but they do not know how to organize and administer a banquet. This affair should prove to be a most enjoyable, pleasant activity for all students because it would bring them together on an informal basis and permit them to become better acquainted with their classmates and with the members of the faculty and the administration.

Also, in the future these students may have to help organize a banquet or may have to attend this kind of affair. This practical experience of preparing a banquet is an excellent technique for learning how to use committees, to procure dinner speakers and toastmasters, to arrange seating at the dinner tables, to invite guests, and to prepare other details concerning the banquet.

Duties of the Chairman of the Banquet Committee: With the approval of the class the president selects the chairman of the Banquet Committee and acts as an *ex officio* member of the committee.

The chairman chooses the chairmen and helps select the members of the subcommittees; coordinates the activities of each subcommittee; and renders a complete report of the activities, accomplishments, and recommendations of the committee to the class.

Also, he serves as a liaison between the committee and the class and between the committee and the faculty and the administration, sends letters of acknowledgment to each of his subcommittee chairmen and to any other person or agency who renders service to the class or to the Banquet Committee, and acts as the official host of the banquet.

Accommodations and Menu Committee (at least five members): The Accommodations and Menu Committee should familiarize themselves with the dinner accommodations; contact the various places to learn about the change in menu, in seating capacity, or in other details; and con-

HERMAN A. ESTRIN

**Newark College of Engineering
Newark 2, New Jersey**

sult with the faculty adviser concerning possible choices.

In addition, they should reserve the accommodations at least eight weeks in advance and should notify the Publicity Committee about the reservation, the menu, and other special features of the evening; make careful arrangements concerning the number to be served, the menu, tips, and waiter procedure; and work with the Finance and Ticket Committee to help determine the price of the ticket.

Finance and Ticket Committee (at least six members): The chairman of the Finance and Ticket Committee should be the treasurer of the class or the organization. The committee should work closely with the Accommodations and Menu Committee to determine the price of the ticket, which should include the dinner, the gratuities, the other incidentals. A word of caution—the group should not invite too many "free-loaders." If it is possible, every one should pay for his own dinner with the possible exception of the honored guests.

After the price of the ticket is set, the committee should prepare the tickets, have them printed, and distribute them to the representatives, securing receipts for all tickets issued to them. Students should purchase the tickets from the representatives who will keep an accurate record of each sale. The committee should collect the money and the unsold tickets from each representative and prepare a financial report which will include the income and the disbursements concerning this affair.

Invitation Committee (at least four members): Invitations should be written and should state the place, time, and date of the banquet and should be sent at least four weeks in advance. If answers are not received from the guests within a week of the date of the banquet, the committee should contact them by telephone or in person.

(Example of a letter)

Dear Professor Jones,

You are cordially invited to attend the Freshman Class Banquet at Hotel Robert Treat, Newark, New

Jersey, on Saturday, March 17, 1953, at 6:30 p.m.

The Committee has arranged an interesting program for the evening. It is hoped that you will be able to join the class on this festive occasion.

Sincerely yours,
John Green
For the Committee

Program Committee (at least five members): The Program Committee provides for a lively master of ceremonies and a toastmaster; secures a dynamic, appropriate speaker of the evening; and arranges to have some form of entertainment—music, dancing, singing, and skits.

Also, it should learn the waiter procedure—the order of service and the cleaning up—and make provisions in the program to cover up the awkward lulls that occur when waiters are clearing the tables, and prepare a mimeographed program which will include the menu, the program of the evening, the guests, the members of the committee, and any other details which will interest the guests of the banquet.

Publicity Committee (at least four members): The Publicity Committee should order or make dignified and attractive posters and at least four weeks in advance place them on the various bulletin boards and contact the Public Relations Office and give the names of the chairmen and members of each subcommittee.

Also, the committee should contact the editor of the school paper to publish a write-up before and after the banquet, arrange for a photographer to take pictures of the banquet which can be used in the yearbook and for other publicity outlets, and prepare and distribute mimeographed notices to the banquet representatives who will issue them to their classmates.

Reception Committee (at least six members): At the banquet each of the committee should wear a boutonniere. The committee should prepare a seating arrangement for guests. This plan should be mimeographed so that when guests are being seated no fumbling will occur. As the guests enter, members of the committee should greet them and escort them to their seats. Each member should introduce the guests to other guests and should see that all class members are mixing with each other and that there are no "wall-flowers."

Acknowledgments: After the banquet the president of the class or organization should acknowledge by a letter the services of the chairman of the Banquet Committee. Expressing his thanks for their labors and cooperation, the chairman should write a letter of appreciation to the chairmen of his subcommittees and to the

agent of the banquet hall, especially if courtesy and consideration were shown to the group. He should also write his thanks to any other person who has rendered assistance and service to the Banquet Committee.

Evaluation: The chairman of the Banquet Committee should request that the chairmen of his subcommittees give him a report of their activities, findings, and suggestions for future banquets. Then he should prepare a comprehensive report of his subcommittees' recommendations and submit one to the recording secretary of the class or organization. Also, the chairman should collect copies of the tickets, menus, program, invitations, posters, and any other item pertaining to the banquet which will prove helpful to future groups sponsoring this activity.

Developing An Offset School Newspaper

HAROLD HAINFELD
Roosevelt School
Union City, New Jersey

The school newspaper has recently developed into one of the more effective means of public relations for our schools. As the school population continues to grow, and more schools are built, more newspapers will be developed. Soon the junior high school and a few years away, the senior high schools being constructed, will start developing journalism projects and their own papers.

Also in recent years, the offset or lithograph method of printing has been developed for school publications. Many more of the yearbooks have been published by this method. In the past few years there has been a growing tendency to use this method of printing for other school publications, including the school newspaper.

If you are just starting a school newspaper, or have been publishing one for quite a while, consider offset. It can be a rewarding experience for your students, with more participation, and lower cost over conventional printing. We are developing this project at Roosevelt School and are well pleased with our results.

The photo-offset method of reproduction depends on taking a picture of the entire sheet or cardboard mounting board. Printing is done from the negative onto the plate. A few eighth grade students to do the typewriting, some stu-

dents to paste-up the write-ups, pictures and drawings, a bottle of India ink, and a camera are the basic necessities for developing an offset school newspaper.

The typed material is the printing that will appear in the paper. The typing is done by students, who have been instructed how to compensate for various lengths in lines in the story or article. Having the typewriter type cuts down on the cost of more expensive typesetting by the printer. Engraving costs are eliminated by pasting glossy prints and black-and-white drawings and sketches onto the mounting cardboard.

Headlines are made from paper photo-type letters which are pasted into place above the story. The nameplate can also be made from the photo-type letters cut from the catalog. Insignia of the Scholastic Press Association to which the school belongs can also be pasted in the masthead from one supplied by the association.

Other suggestions for preparing the typed material and other items needed for this type of offset newspaper include:

1. Use a black ribbon and clean type. The material reproduced will be the typed lettering

and it should be clear and sharp.

2. Use rubber cement or tire patching glue to paste-up the typed material, photographs, and art material used in the layout. It can be easily removed with a soap eraser if some gets onto the cardboard mounting board.

3. The typed material can become smudged in handling. Spraying the material with Krylon Plastic Spray will prevent smudging of the copy.

Our deadline is five working days before each issue. The students do the typing, and other pasting activities one week before publication. The photo-offset method of printing can give any school a neat-looking school newspaper at low cost. These will vary in different parts of the country, but are at least one-half the cost of conventional printing. In addition to the cooperation that develops between staff members, the school newspaper offers an excellent, but often overlooked role of school-community relations. Consider offset for the school paper if you are in a new school just starting out or developing the school newspaper for the first time. It will bring remarkably satisfying results for the student body, administration, and staff.

"The problem of preparing programs which have sufficient variety and appeal to really interest a heterogeneous group is a real obstacle in many schools."

Most Difficult Assembly Program Problems

REFERENCE HAS BEEN MADE in a previous issue of this magazine to a nationwide study, recently completed by this writer, of assembly purposes, practices, and procedures in a random sampling of 389 high schools. One of the questions asked in this study was: "Of all the problems connected with your assemblies, which is the one problem you consider the most difficult?"

Two hundred ninety-eight answers to this question were received. The replies from six of the schools were in effect that they have no outstanding or acute problem connected with their assemblies and eighty-five who filled out the questionnaire made no response to this question.

The problems named by the 298 schools, which comprise approximately 76 per cent of all schools studied, can be classified under six general headings: (1) The Problem of Time; (2) Arranging Appropriate Programs; (3) Physical Facilities for Holding Assembly; (4) Student

JAMES W. WHITLOCK
Tennessee Legislative Council
Nashville, Tennessee

Interest and Cooperation; (5) Planning and Organization; and (6) Teacher Competence and Interest. The problems in the descending order of the frequency of their mention are as follows:

THE PROBLEM OF TIME

This problem, with its various facets, appeared on the answers from 118 schools. Finding time for rehearsals of programs was the time problem which appeared most frequently. Arranging time in the daily schedule for the presentation of programs and getting pupils to and from the auditorium on time, were mentioned second and third most frequently.

The problem of getting pupils to and from the auditorium on time was mentioned by schools from all size groups. It does not appear to be

a problem found only in the larger high schools. There is no conclusive evidence that the problem of time in connection with assemblies is either greater or lesser in the larger high schools. The problems relating to time include:

1. Time for rehearsals of programs.
2. Time for presentation of programs.
3. Getting students to and from the auditorium on time.
4. Keeping program within the time limit.
5. Taking too much time from regular classes.

ARRANGING APPROPRIATE PROGRAMS

The problem of preparing programs which have sufficient variety and appeal to hold the interest of a heterogeneous audience seems to be an almost insurmountable obstacle in many of the high schools in this study. This problem is more accentuated in those high schools which include grades seven through twelve, and which attempt to accommodate all six grades in a single assembly.

Making the programs educational as well as entertaining and finding suitable materials for programs were other problems named often. There were sixty-two schools which named problems that were classified under this topic. The problems are:

1. Presenting programs with enough variety and appeal to satisfy the varied interests of large groups of pupils.
2. Making the programs educational as well as entertaining.
3. Finding suitable materials for programs.
4. Scheduling of good outside groups.
5. Finding clever and lively programs.
6. Securing outside speakers.
7. Competing with extravagant television productions.
8. Inadequate pupil-planned programs.
9. Commemorating special days.
10. Inability to preview outside programs in advance.
11. Outside programs not arriving on schedule.
12. Scheduling programs with carry-over value.

PHYSICAL FACILITIES FOR HOLDING ASSEMBLY

In connection with this problem, it can be noted that 124, or 32 per cent, of the schools studied do not have an auditorium or other place for holding assemblies which is large

enough to seat their entire student body at one gathering. In almost all of these 124 schools it is necessary to repeat programs in order to permit all students to attend.

A few principals reported that they are compelled to repeat programs as many as three times for the benefit of all pupils. Such a problem is naturally greater in the larger high schools, especially those whose enrollments equal or exceed 1,000 pupils.

Not only are the auditoriums in these schools inadequate in size but are seemingly unsatisfactory in other ways. Approximately one-half of the schools reported that the acoustical properties of their auditoriums are unsatisfactory and a slightly smaller percentage of the schools reported that their auditorium seats are not on an incline.

A surprising 88 per cent of all schools studied reported having stages with adequate room for performance. No attempt was made in this study to determine the availability of various type equipment which might enhance the effectiveness of assembly programs.

There were thirty-nine schools which named problems relating to place and equipment as the most difficult problems. Crowded conditions, or inadequate seating capacity of auditoriums, was the problem in this category mentioned most often. Following are the various problems listed under this heading:

1. Auditorium is too small.
2. Stage is not suitable for an adequate performance.
3. The acoustics of the auditorium are very poor.
4. Gymnasium must be used for auditorium.
5. Auditorium must be used for classes.
6. Inadequate costumes and stage properties.
7. Problem of darkening the auditorium for movies.

INTEREST AND COOPERATION OF STUDENTS

The questionnaire from thirty-eight schools made reference to problems growing out of an attitude of lack of interest and of non-cooperation on the part of students. Many of those participating in this study stated that the solution of disciplinary problems is that of providing good programs. Thus non-cooperation on the part of students may be attributed to a failure to stimulate interest in what is being presented.

In this category the problems mentioned most frequently are: Discipline during programs, getting students to appreciate the assembly, and

discipline problems involved in getting pupils to and from the auditorium. The complete list of problems mentioned under this heading is as follows:

1. Discipline during programs.
2. Getting students to appreciate the assembly.
3. Discipline involved in getting pupils to and from the auditorium.
4. Poor student attention during programs.
5. Getting school groups to volunteer to sponsor programs.
6. Getting students to participate.
7. Poor attendance.
8. Getting students to speak clearly, not mumble.
9. Controlling student participation so that a few pupils do not monopolize programs.

PLANNING AND ORGANIZATION

It seems highly probable that many of the most difficult problems connected with the assembly may be eliminated by careful planning and organization. Many of the problems listed under other headings indicate poor planning and organization.

There are several problems, however, which have not been listed under other headings and which may be classified as being problems of planning and organization. The list which follows was taken from the answers of twenty-two schools:

1. Wise program planning.
2. Developing a flexible assembly calendar.
3. Proper evaluation of programs.
4. Financing the programs.
5. Obtaining community participation in programs.
6. Deciding when and how often to have assemblies.
7. "Fleabitten" percentagers trying to get school time and a captive audience.

TEACHER COMPETENCE AND INTEREST

The questionnaires from twenty schools made reference to problems growing out of a lack of interest on the part of teachers or to teachers not having adequate training for sponsoring assembly programs. The problems, as stated on the replies from these twenty schools, are:

1. Heavy teaching load of teachers.
2. Getting teachers to recognize the value of assemblies.
3. Satisfying teachers in developing assembly calendar.

4. Finding teachers with training, and ability to plan and execute effective programs.

5. Getting teachers to sponsor programs.

6. Getting one teacher to serve as the director or coordinator of assemblies throughout the year.

As one would expect, the respondents who listed the problems stated above felt that teacher-training institutions should give more attention to training teachers to plan, prepare, and present assembly programs. Increased teacher competence in this field would probably do much to alleviate several of these problems.

A teacher who is well qualified to plan, prepare, and present a worthwhile assembly program is less likely to refuse or attempt to evade the responsibility of sponsoring programs. Teachers who are better trained in this respect are also more likely to recognize the value of holding a regular assembly.

SUMMARY

It seems evident that certain obstacles exist in planning, preparing, and presenting worthwhile high school assembly programs. In this, however, the assembly is not unique. The same is true for any purposeful high school activity. One must also conclude that none of the problems listed appear to be insurmountable. Their solutions lie in careful planning and organization.

The problem of time might be solved in the schools where it exists by incorporating an activity period into the daily schedule. This period might well approximate the length of a regular class period and be used, among other uses, as a time for planning, rehearsing, and presenting assembly programs.

The problem of preparing programs which have sufficient variety and appeal to hold the varied interests of a large group of pupils can be partially solved by selecting the assembly audience by grade levels, by departments, or by special interests. Smaller groupings such as these permit greater use of programs in which the audience can actively participate and such participation can do much to increase pupil interest.

In this connection each school should make some attempt at evaluating its assembly programs. Effort should be made toward the development of a scoreboard or check list. Less than one-fourth of the respondents participating in this study stated that their school has a plan for evaluating their assemblies.

A properly functioning assembly committee can do much to promote student interest and improve the quality of the programs. Surveys can be made to find out what resources the school has which are available for programs. A record of all programs presented and a copy of all materials developed in connection with each program should be kept.

An assembly bulletin can be issued occasionally and each school paper should contain an assembly column. In addition to reports of programs, this column might also contain comments of pupils, their reactions to programs, suggestions for improvements, and the like.

Inadequate physical facilities for holding the assembly can be corrected with better planning and more enlightened public opinion. In future school building construction, more care should be given to acoustics, and more consideration should be given to the size of the auditorium and to the inclining of the auditorium seats.

Regardless of the problem, its solution can be effected if our high school administrators are willing to expend the necessary effort. It is also the opinion of many of these administrators that the assembly can be of sufficient value to warrant the expenditure of such effort.

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Sample copies of the booklets can be obtained by writing to the Educational Sales department, Bell & Howell, 7100 McCormick Road, Chicago 45, Illinois. Enclose 10 cents for each booklet requested, to cover handling costs.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946.

of SCHOOL ACTIVITIES MAGAZINE published monthly except June, July, and August, at Lawrence, Kansas, for October 1, 1957.

County of Douglas, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Ralph E. Graber, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly, or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, associate editor, and business manager are:

Publisher: School Activities Publishing Co., Lawrence, Kansas.

Editor: Harry C. McKown, Gilson, Illinois

Managing Editor: Ralph E. Graber

Associate Editor: C. R. Van Nice, Des Moines, Iowa

Business Manager: Harold E. Allen

2. That the owner is School Service Co., Inc., 1041 New Hampshire, Lawrence, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Des Moines, Iowa; Ralph E. Graber, Lawrence, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

4. That the two paragraphs next above giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, associate, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

RALPH E. GRABER
(Signature of Managing Editor)

Sworn to and subscribed before me this 26th day of September, 1957.

JOE TRAYLOR

(SEAL)

(My Commission expires October 30, 1958)

School Activities

ASSEMBLY PROGRAMS

for December

AN ASSEMBLY PROGRAM CLUB

An Assembly Club functions in one school for the purpose of planning and executing each assembly program in the best possible fashion before the student body. Boys and girls from the various classes are permitted to belong to the club, which meets during the regular activity period.

The club has the usual staff of officers and is organized in temporary committees with permanent chairmen. The committees then rotate, thus giving each member a chance to participate in various phases of the work.

The house committee takes the responsibility of setting the stage, which must be arranged by hanging curtains for each program, checking the program time, seating student body, controlling the lighting of the house and stage, and arranging the opening of the curtains. The committee then replaces any properties which were used in the program.

The publicity committee gives a preview of each program by keeping a bulletin board display in the main hall. An account of the previous week's program is written for the local paper and the school paper. A scrapbook is kept of these clippings, thereby providing a permanent record of the programs which are presented.

An invitation committee sends to the parents of any student who appears on the program an invitation to attend the assembly program. A post card, written longhand, serves this purpose very well.

This committee also greets guests, registers them, and seats them, and after the performance, extends to the guests a verbal invitation to return. The chairman of this committee greets any guest speaker or artist, introduces him to the president of the student body who presents the artist to the group for his performance, and thanks the artist for the entertainment.

The research committee designed a ballot, has it properly filled out, and ascertains the type of assembly programs desired by the student body. The result of this poll is used as a basis for planning the assembly programs for the remainder of the year.

The assembly club is really a valuable asset to the school. More parents attend the programs, a better variety of programs is planned and presented. There is a decided increase in student

participation and leadership. More publicity is received by the students who participate in programs, and by the entire school.

The underlying factor in the success of the club is that the students have an opportunity to take the major part in the planning, executing, and presenting the assembly programs. Such a committee is highly recommended.

CHRISTMAS ASSEMBLY PROGRAMS

Various Departments

There is a wealth of material in the way of Christmas stories, plays, poems, and games which can be presented with varied programs and presentations in school assemblies. It is really fitting from time to time that a history of the Christmas holiday be given to students.

Many schools make the Christmas assembly almost entirely musical. Choral reading is extremely popular as a feature of Christmas assemblies. And of course, the Christmas story is always good, and really never tiring. Some excellent programs follow. They have been presented by schools—they have been tried.

The Christmas assembly program presented in one school had an extremely wide appeal. It was a pantomime of Clement Moore's classic "The Night Before Christmas." The dimly-lighted stage was set up to resemble a living room, with an unlighted Christmas tree and stockings hung at the fireplace.

In a chair near a table a toy cat lay sleeping. As the curtain opened, a voice over the public address system began reading the poem, a sound effects crew carried out all details of sound, a father, in pajamas and nightcap, "sprang from his bed (adjoining room) to see what in the world was the matter."

Santa Claus, cleverly costumed and equipped with pack, appeared via the fireplace (lights out for a second) and went to work. As he filled the stockings, he danced a jig and cut up merrily. Part of this performance included putting milk into a bowl and putting a sign inscribed "To a Good Cat" beside it.

As a final gesture, he lighted the tree, and then disappeared just as he had come in. The curtain was closed just in time for him to come from the side of the stage and outside the curtain, and exclaim: "A merry Christmas to all, and to all a good-day!"

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
Utilize! **EXAMINE!** **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
Keep! **APPLY!** **USE!** *Patronize!*
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The sound effects, especially the pawing and stamping of hoofs and the sleigh bells, added greatly to the pantomime. While Santa filled stockings, an instrumental group off-stage played a Christmas carol.

This program required very little preparation, was extremely easy to stage, and after all, put everyone into a real Christmas mood.

Christmas Music Assembly

At another school, the annual Christmas assembly program marks one of the highlights long remembered by graduates of the school. The pattern of the assembly is always the same—music and soft lights create a religious atmosphere as the students enter the auditorium.

The choir is on the stage and the glee clubs are seated in the balcony. The antiphonal work done by the choir and glee clubs is significant. The boys' quartet and the girls' octet, off-stage, furnish the effect of an echo as they respond to the choir.

One of the outstanding numbers presented by the choir during the performance is the choral reading of the Christmas story from the Bible, as the accompanist plays appropriate music.

The stage is lighted only by thirty-three candles placed in the footlights. These represent the thirty-three years of Christ's life. The Christmas tree is decorated with blue lights, the symbolic color of the Virgin.

Above and behind the choir shines the Star of Bethlehem in the East, surrounded by smaller stars. In some years past, religious tableaux or living pictures of the life of Christ have appeared in the backdrop during the program.

The Christmas spirit is retained throughout the day. In the afternoon, the boys' quartet and the girls' octet walk through the halls singing Christmas carols. And of course, hall and room and office decorations really furnish the proper atmosphere.

A CHRISTMAS CAROL ASSEMBLY

Caroling is an old English tradition inherited from the Middle Ages. Even in modern times in many localities, boys and girls go about singing Christmas carols. Usually the children sing wherever a lighted candle is placed in a window. Some of them sing to elderly persons and the "shut-ins." They really perpetuate a beautiful, if old, custom.

In an assembly, while the audience sings, the Christmas carols are presented in tableaux. These can be worked out according to materials at hand.

A human Christmas tree is always impressive and interesting because of the children who perform. A girls' glee club is used for this part of the program. Each participant wears a tight-

fitting green crepe paper hat and triangular-fringed paper dress. They stand at different elevations and make the tree.

Students in the first row kneel; the second stand; the third row stand on steps or boxes; the next five on tables; and four on stools. At the top there is one student who wears a star crown.

The tree is decorated by students who tell the folk tales concerning the ornaments. Christmas carols can be sung while the tree is being decorated.

An appropriate Bible reading is Luke 2:8 - 20. Stories of carols may make up a complete program. At the conclusion, a large strip of paper is unrolled. Printed on the paper is the traditional appropriate saying, "Merry Christmas to All."

JUNIOR RED CROSS ASSEMBLY

Junior Red Cross Club

Many schools present a program pertinent to the activities of the Junior Red Cross Chapter. This program may pertain to various activities, campaigns, or projects sponsored by the organization; or a current theme such as international understanding.

One such program presented by a school on the East Coast consisted of a playlet, among other numbers. A member of the club originated the idea of having an empty gift box on a table in the darkened auditorium. There was a screen without decoration, except for the words "Junior Gifts," the words being separated by a large Red Cross, standing up behind the table.

The student who had originated the idea stood beside the table with a flashlight. He made a short talk, telling of the need for the gift boxes, after which he called upon the donors to come forward.

Sixteen boys and girls responded to his request, one at a time, each one carrying a gift. Each gift was pinned to the screen and spotlighted. Each student made a short talk about the gift he or she provided, and the reason for including it in the box. The heavier articles were put on the table.

At the conclusion of showing gifts, the emcee asked a representative to come forward from each of the classrooms, and presented him with an empty box which his room was to fill. He said that more boxes would be given to each room as the need for them arose.

Junior Red Cross assembly programs may be planned to give a picture of local, national, and international services, or may be built around themes related to any of these divisions.

International programs of songs, dances, and

plays are frequently put on by Junior Red Cross members. Other numbers include the following:

Speaker for Junior Red Cross. It might be council president; possibly someone who has recently attended and participated in the national meeting.

A talk by some member, giving a brief history of Junior Red Cross and an account of the activities of the local club. This can be followed by promoting international understanding and friendship, a talk by an exchange student or teacher in the community; or a foreign visitor, telling about customs and conditions in his native country.

YOUR LAND AND MINE

Hi-Y, G.R. Clubs

The script presented here was used in a Colorado high school. The story of the early settlers in America can be used to express religious feeling, among other things.

Scene: Any colony, state, or community. For the purposes of recreating the Thanksgiving spirit, set the scene in colonial days, with costumes, setting, and manner appropriate to the occasion. A village green or park.

Time: The week before the first Thanksgiving.

Characters: Governor Winthrop. The American Voices. Elder Smith. Boys of the village. Edward, James, William, Roger. Others to play on the green.

Edward: (As they enter from stage right.) And the Elder said that Roger Williams came to our village with the idea that he might run the church as he saw fit, but the men of the church soon saw to it that he left and went to the colony of Connecticut.

William: That seems highly out of the line of

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our real purpose on coming to the new world. We left old homes and established communities to settle in a new world where there was suffering and hardship for us all. Just think how the babies and old folks suffered three years ago. It's a lucky thing we could get out and run and work so that we could keep ourselves warm. Why I remember . . .

James: What did you mean by saying that sending Roger Williams back was not in line with the thinking of our group when our parents decided to come to America?

William: We left our security to come to the new world to worship as we wished. When we deprive others from doing the same thing, we aren't being true to our convictions.

Roger: Why not? Roger Williams just didn't think right. He was all wrong in his ideas of how the church should operate.

William: Who are you to say whether or not he was thinking right?

Roger: Well, didn't he contradict all that the Elder had to say about how services should be planned? He even . . .

Edward: Stop it, you fellows. Here comes Elder Smith and the Governor. (The boys stand respectfully as the older men approach them.)

Governor W.: You boys needn't stop your conversation just because Elder Smith and I approach you. You seemed to be having a lively discussion. Perhaps you should come to the town meeting tonight and hear how the gentlemen who govern your village solve their problems.

Roger: Could we come? Could we ask questions? Could we take part?

Elder Smith: Our village is established for all who want to live in peace and harmony with us, young and old alike. You youngsters will soon have to take over and you should learn how to recognize the important issues which arise and how to cope with discussion about them. We have all worked together and we should continue that way if our village is to survive and have good God-fearing people.

Gov. W.: Maybe the boys should hear something of our beliefs, our reasons for leaving England, our . . .

(Music up and lights fade out on the stage and a typical American of today saunters out in a spotlight.)

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American: Yes sir, that is how our people began. They felt the urgency of self-expression. It was the responsibility of every citizen of the village to attend the town meetings and to participate. They were a stern people and made mistakes sometimes but they were fundamentally good. Theirs was the beginning of our democratic way of life, that way which our sons and brothers have fought for in several wars and have helped us to preserve.

Mistakes? Those Elders of the colonies made mistakes. It sounds rather harsh to say that about those fine and sturdy people. They erred when they expelled those who didn't believe as they did. They had come to America for freedom to worship as they pleased yet they did not respect the desire of others to do the same thing if that way differed from their own.

But that was recognized as a weakness and soon our forefathers learned that the rights of the individual were to be respected by citizens, by governments, by churches, by all who shared in our living in these United States.

Voice: (This voice has a definite Yiddish accent.) What about us? What about those of us who belong to "minority groups" as people refer to us?

Voice: (This voice has a heavy German accent.) When I came to America I was sure that I would find peace. All my life I've run from oppression. I was too little when the war came to my country to have to fight. I had to run. I have no family, that is except my new family. They are good and kind and we learn together but I hate to go to boys' club or to school where I'm not respected.

(Music has come up under as these voices have spoken. Now the American looks toward the audience and then toward heaven. His arms are outstretched and he begins to speak earnestly.)

American: Dear God, Your blessings are many upon us in this favored land. As this Thanksgiving time draws near, give us the strength and the knowledge which it takes to live fully and in charity with our neighbors.

We are sorely tried during these days of disturbed thoughts and living. We give of our wealth, we give of our youth, and so little is seen by way of spiritual growth and understanding among us. Give us the strength to be patient and to give of our understanding and love for our fellowmen so that all the people of the world may live in peace among themselves and within ourselves.

Grant us the privilege to continue living a godly, charitable, and intelligent life so that order may be brought out of chaos, so that the will of God may be done.

(Music up. Suggested music—God of Our Fathers, Rock of Ages, Thanks Be to God.)

News Notes and Comments

Halloween Art Contest

The Halloween Art Contest is an annual affair in Ashland, Kentucky. It stimulates interest in the schools and provides the community with a civic attraction of interest to all. The contest is sponsored by the Mayo Arcade Merchant's Association, which donates paint, brushes, windows, and prize money. The project becomes a part of art in the classroom with many students sharing in the planning and four or five pupils doing the actual painting. A first and second prize are awarded to the winners in grades 3, 4, 5, 6, junior high, and senior high, based on four standards. The prize checks were awarded by the Arcade Merchants Association on the regular weekly school radio program for October 31. Everyone who participates in this activity feels that it is very much worthwhile.—Kentucky School Journal

Hold State Cheerleader Clinics

For the second time, a series of cheerleader clinics are being held during the month of October. Initiated last year in Kansas under the direction of Mr. L. R. Herkimer of Dallas, Texas, the clinics proved immensely popular and worth while.

The services of Mr. Herkimer, recognized leader in this field of activity, was secured again this year. The clinics are not for the entire membership of pep clubs. Instruction and demonstrations are given for the benefit of cheerleaders, who participate in the activities. Cheerleaders attending the clinics wear their uniforms.—The Kansas High School Activities Journal

High School Photo Contest

Sweeping changes in the Kodak High School Photo Contest which will present students with many increased opportunities for recognition for achievement in photography at state and national levels for themselves and their schools have just been announced. Under the new set-up, contestants will compete only against other students in the same grade.

A selection of prize pictures will again form a traveling salon for use by schools. The current exhibit and salons from previous contests are now in circulation, and are available to high schools without charge or payment of mailing costs. Full information about the contest and the traveling salon may be obtained from Kodak High School Photo Contest, 343 State Street, Rochester 4, New York.

Conduct Cheerleader Clinics

The Iowa High School Activities Association conducted a series of eight cheerleading clinics during the month of October. Four clinics were organized in 1956, resulting in requests for additional meetings in 1957. Mr. Bruce Turvold, Hutchinson, Minnesota, directed the clinics. Four of the meetings were scheduled for Saturdays (9:30 - 4:00) and the other four were evening sessions held from 6:15 - 9:15 p.m. Mr. Turvold devoted a portion of each session to a clinic for faculty sponsors.

"What's Good Library Service?"

That's a question being asked by interested people in every community in this changing age of electronics, H-bombs, and automation. More education and more leisure and more machines combine to make the modern public library a community information center as well as a "people's university."

A new booklet, entitled "What's Good Library Service?" has just been published by the Channing L. Bete Co., Inc., Greenfield, Massachusetts, as a scriptographic presentation of the recently-released Minimum Standards for Public Library Service of the American Library Association. Copies may be obtained directly from the Bete Company at 75 cents each.

Recreation Book Guide Available

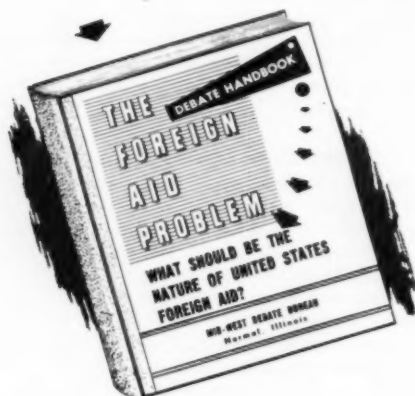
A new 32-page Guide to Books on Recreation is now available to teachers without cost. Ninety-one publishers have joined with the National Recreation Association in compiling a list of 751 different books on recreation and play activities. Each volume is described briefly in the list. In addition to the catalog, the Association provides space at its headquarters for visitors to browse through all of the books listed. Books may be purchased either by mail or at the NRA building. To obtain the catalog, write the NRA, 8 West Eighth St., New York, N. Y.—Ohio Schools

Boys Clubs Get a Boost

President Eisenhower signed the bill granting a Federal Charter to Boys Clubs of America. The bill was unanimously passed by the Senate and the House. This is a fine recognition of the work of this organization, especially in its efforts to combat juvenile delinquency, in developing character and moral values in the youngsters of this country. Congratulation on this recognition.—Youth Leaders Digest

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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

Scholastic Press Advisers Convention

The eleventh annual convention of the Maryland Scholastic Press Advisers Association was held at the University of Maryland, College Park, Maryland, April 6, 1957. The day's program included general sessions, tours of the university campus, and clinics. Topics included in the clinics were: Business Problems, Copy-reading, Creative Writing, Editorial Writing, Features, Magazine Problems, Makeup, News-writing, Photography and Reproductions, Sports, and Yearbook.

Busy or Sleepy?

A story about the "Bears and the Bees" illustrated with drawings of a busy beehive and a sleeping bear, enlivened the clever flyer sent to parents of children in the Scruggs School in St. Louis, Missouri. According to the story, the **busy parent** found time to buzz over to the P.T.A., thus benefiting children through active membership and participation. But the **lazy bear** slept all winter and missed the fun. Moral: "Be a busy bee, not a lazy bear. Don't hibernate—participate!"—National Congress Bulletin

Tying in with TV

There was a shortage of children's books in libraries across the country this summer. Although part of the shortage could be attributed to the high cost of books and insufficient library budgets, a spokesman for the American Library Association has traced some of the brisk demand for books to TV. More and more youngsters have been asking for stories about King Arthur and his Knights, Robin Hood, Lassie, the Swiss Family Robinson—all featured on television. Librarians with an eye to the future are watching TV network plans to anticipate their book needs. —National Parent-Teacher

High School Band Makes Trip

Double honors have come to the Tell City, Indiana, High School band this year. The band traveled to Mobile, Alabama, on December 29 to play for the annual Blue-Gray football game and appeared on NBC-TV in a telecast seen from coast to coast. Also, the Tell City musicians were chosen to represent the State of Indiana at the national Junior Chamber of Commerce convention in Milwaukee.—The Indiana Teacher

How We Do It

LIBRARY ASSISTANTS ARE INITIATED

A beautiful candlelighting ceremony was used in the Greenleaf Rural High School in September to initiate the school librarians. The ceremony was written by Miss Lina M. Shippy, librarian. It began by Superintendent Leonard E. Warren explaining the indispensability of the school library and then asking each of the librarians to explain the purpose of the library as she understood it. When each of the student librarians and the head librarian had given their ideas of the purpose of the library, the librarians in unison affirmed their intentions to do their work faithfully; and with the cooperation of the student body and faculty to keep the library neat, orderly, and attractive.

After the superintendent commended the librarians on their willingness to serve the school he asked about the personal characteristics which they thought necessary for effective service. The following were some of the characteristics given: self-control, self-discipline, commendable conduct, high scholarship, understanding of others, orderliness, thoughtfulness, and cheerfulness.

To climax the ceremony the superintendent invited the librarians to seal their high intentions by lighting their individual candles from the tall white candle symbolic of **steadfastness**. As the librarians individually lighted the tapers, each pledged steadfast service in the name of the symbolism of her own candle. The head librarian's candle was symbolic of students and their reading interests. The first library assistant's candle represented knowledge. The second library assistant lit the candle of understanding. The third library assistant kindled the candle of sacrificial service. The fourth library assistant lit the candle of patience. The fifth library assistant's candle represented kindness and pleasantness. The sixth library assistant's candle symbolized unflinching faithfulness to duties. The seventh library assistant lit a candle representative of promptness and thoroughness. The eighth library assistant lit a candle symbolic of quiet thoughtfulness. And finally the ninth library assistant kindled a candle to symbolize the neat, attractive, orderly library for which the school is to strive.

Use Following Ceremony

Superintendent: One of the most important service mediums of the schools of today is the library. The students, faculty members, and citizens of the Greenleaf community should appreciate

our library. Its staff consists of the head librarian and nine assistants. No library can serve its purpose effectively without an efficient library personnel whose services are so faithfully rendered as to make them an indispensable factor in making the library program successful. We also need the whole-hearted cooperation of each faculty member and each member of the student body. Today we present to you our librarians who are now to be formally initiated as our librarians for the school year. Will the librarians please come forward and explain the fundamental purposes of our library as they understand them.

Teacher Librarian: Our library must have as its main purpose the free and effective dissemination of ideas through the printed word. It should aim to stimulate clear, effective, and democratic thinking.

First library assistant: Another purpose of the library is to enrich the available resources in our school and community.

Second library assistant: It is the purpose of the Greenleaf Rural High School Library to inform students in every possible field of knowledge helpful in victorious living for today and the future.

Third library assistant: Our high school library should strive to provide appropriate materials for study, leisure reading, and recreational purposes.

Fourth library assistant: Our library will attempt to serve as an effective social force in our school and community.

Fifth library assistant: Our library serves as a repository of much recorded knowledge waiting to serve you.

Sixth library assistant: Not all of the books in our library are of equal value. Some are trivial and will be discarded as soon as funds are available to replace them with more valuable books. Meanwhile, with the help of the Standard Catalog for High School Libraries and The Wilson Library Bulletin we hope to help you cultivate the ability of choosing your reading wisely.

Seventh library assistant: Some books with old copyright dates are still good. This is true of books of history which treat of an earlier period. We hope to help you learn to use all of our library materials wisely.

Eighth library assistant: Most of all, we hope to help you realize that the kind of material you read is important to your future success.

Ninth library assistant: The highest purpose

of the Greenleaf High School Library is to help you learn to help yourself.

All the librarians in unison: As librarians, we mean to do our work faithfully. With the cooperation of the student body and faculty, we shall do our best to keep the library neat, orderly, attractive, and to serve you with a smile.

Superintendent: As librarians, we urge you to remember the fundamental purposes you have mentioned. We wish to commend you on your willingness to give unselfishly of your time and energy to make the Greenleaf High School Library the rightful information center of the school. We would like you to think of the personal characteristics necessary if you are to serve your school effectively. Have you thought about those characteristics?

Teacher librarian: We need a keen interest in and a sincere love for good books reinforced by a great desire to serve others.

First library assistant: We need self-control, self-discipline, and ambition to excel in our work.

Second library assistant: Our conduct must be commendable at all times.

Third library assistant: Our scholarship record must be at least on a "C" level.

Fourth library assistant: We must realize that library users need knowledge; and that we need to supply it with understanding and wisdom always being willing to help.

Fifth library assistant: We must like to work for others and the good of our school.

Sixth library assistant: We must be patient and tolerant striving for a keen understanding of individual personalities.

Seventh library assistant: We must recognize our library as an important place for thinking and study and do all in our power to keep it quiet and orderly.

Eighth library assistant: We must make sure that we keep the library neat and attractive. We should never leave until everything is in proper order.

Ninth library assistant: We should remem-

ber that "Service with a Smile" is best.

Superintendent: We have heard your recital of your purposes and your understanding of the personal characteristics you wish to cultivate as you serve your school. Before you is a tall burning candle symbolic of Steadfastness. From it will you light your individual candles symbolizing the things to which as worthy librarians you now pledge yourselves.

Teacher librarian: I light my candle to symbolize a keen appreciation of high school students and their need for good reading.

First library assistant: My candle symbolizes knowledge and its value to students.

Second library assistant: My candle symbolizes understanding of students and their reading needs.

Third library assistant: My candle represents sacrificial service to all.

Fourth library assistant: My candle represents patience.

Fifth library assistant: My candle is symbolic of kindness and pleasantness.

Sixth library assistant: My candle symbolizes unfailing faithfulness to duties.

Seventh library assistant: My candle represents promptness and thoroughness.

Eighth library assistant: My candle is symbolic of the quiet thoughtful atmosphere which the students and faculty members are going to help us maintain in the library.

Ninth library assistant: My candle is symbolic of the neat, attractive, and orderly library which we are all going to strive for this year.

Superintendent: As the head of your school, I appreciate this lovely commitment to your obligations. I am sure that each of you will do your best to keep a library which will make the school and community proud of it and you.—Lina M. Shippy, Department of English and Library, Greenleaf High School, Greenleaf, Kansas

COMMUNICATION SNAGS ARE ELIMINATED

An extensive extracurricular program in any school eventually develops into an extraordinarily busy schedule for the student participants. All's well if the communication system between activity and individual is adequate. However, snags often develop in the communication system. If members are not on time to a meeting or if absenteeism is on the rise, there's a snag somewhere, and a new communications technique may prove to be the remedy.

To keep the communication channels clear, the Citizenship Committee at Montclair State Teachers College publishes and distributes a weekly mimeographed schedule of all activities on campus. This new approach in communica-

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8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

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The Continental Press, Inc.

Elizabethtown, Pennsylvania

tion has been of great value for several reasons:

1. It gives students an opportunity to check the activities schedule before making other after-school appointments. This reduces absenteeism from club meetings.

2. It is a special aid to the corresponding secretaries of the various clubs and organizations in the school, because it relieves them of the drudgery of individual notifications.

3. The mimeographed sheet schedule can be kept in a note book to serve as a ready reference throughout the week. However, it should supplement but not replace the activities bulletin boards.

4. The bulletin, mimeographed at the cost of only the stencil and paper, gives the students who publish it a new experience in planning and organization.

5. The activities bulletin also serves as a supplement to the school newspaper, bridging the gap between the issues of the paper.

The activities bulletin, "Highlights of the Week," is published at Montclair State Teachers College by a committee of eight workers: editor, information gatherers, copy readers, a special events feature writer, a typist, and a mimeograph operator. The production is organized as follows:

1. A tentative schedule of events is assembled by the committee from the office of the Dean or Social Director, and/or directly from each club or organization in the school.

2. The information gatherers supplement the skeleton outline by the addition of particular features of the meeting, for instance whether it is a general or committee meeting.

3. The copy readers assemble the information according to the days of the week and then list the activities according to the hour schedule. Finally the hour list is alphabetically arranged, so that no complaints about special preference arise.

4. The feature writer now takes the schedule with the completed listings, selects an outstanding activity of the week, and highlights it by writing a short article about it.

5. The editor then reads the copy, makes all corrections, and designs or stencils the letterhead.

6. The typist prepares the trial page and cuts it in a stencil for the regular 8½" by 11" paper.

7. The mimeograph machine operator runs off the copies and places them in the Snack Bar where the students can easily reach them.

The "Highlights of the Week" has been increasing its circulation on the Montclair State Teachers College campus at a rapid rate as new communicative uses for the activities bulletin

have been uncovered. Its contribution in removing the snags in communication has been so significant that it has earned a permanent place in the communication system at M.S.T.C.—Marie Alves, Editor, "Highlights of the Week," Montclair State Teachers College, Upper Montclair, New Jersey

MAGAZINE DRIVE HAS NEW FEATURES

Each year Irvington High, Irving, New York, has conducted a magazine drive as its most profitable fund-raising campaign. To incite individual students to sell more subscriptions, they have used novel ideas besides that of offering valuable prizes.

A mascot, such as a beret poodle or Zippy, travels each day to the home room selling the most subscriptions. A thermometer in the hall reminds the students of the progress of the drive.

Probably one of the most exciting features is the mystery student. At the opening assembly a name is drawn from a box containing the name of each student in the school. This is immediately placed in an envelope and hence in the school safe until the end of the drive. At this time, again in an assembly, the "mystery name" is revealed. If the individual has sold his quota, he receives a fine award—this year, a portable TV.

In addition to the prizes, the council purchases with its profits an outstanding gift for the school which all students may enjoy. Some of these have been a time clock for the new gym, a school flag, a television set, and theatrical equipment for the stage.

The drive combines sportsmanship, school spirit, experience in salesmanship, and book-keeping, and pride in a job well done.—Newsletter, The New York State Association of Student Councils, Syracuse University, Syracuse, New York

VARIED CLUBS SATISFY STUDENT INTERESTS

What's your interest? Science? Cameras? Original writings? Just name it and there is probably a club in Corvallis High for it. But for

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C. J. O'Connor

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those people who are not familiar with the clubs, here is a run-down of a few of them.

For the science-minded there is Scientia. At least one year of science with a grade of 2 or better is the requirement before anyone may petition to join. The meetings generally have guest science speakers and the dues are 75 cents per year.

Pep for Energetic

Are you bursting with Wheaties energy? Then Pep, organized to promote school spirit, is the club for you. Membership is by petition and the dues are \$1.00 a year; also Pep uniforms must be purchased. Requirements for Pep girls are a 2.5 grade point, a reasonable amount of activities, and good school spirit.

For the Longhairs and Jazz hounds, there's Grandioso, the music club. Membership is by petition and dues are \$1.00 a year. The club sponsors such activities as the senior recital.

Hi-C is a non-denominational religious group that meets every other activity period. A normal meeting consists of singing, prayer, devotional, and sometimes a guest speaker. Anyone may come and there are no dues.

Service Club Offered

Girls interested in a service group have found Y-Teen to be a good club for them. It is open to all 9th and 10th grade girls, and dues are set at 50 cents a year. Initiations are held twice a year—once in the fall and again during the spring. One of the recent projects was the polishing of the trophies in the front hall.

Some clubs for other interests are Future Nurses for those girls interested in nursing as a career, Scribblers for young authors, GAA for girl athletes, Blue C for lettermen, and Torch for students making the honor roll. People interested in skiing join Sparskis and shutterbugs have found Camera Club to their liking. For young biologists there is the Biology Club, and Firesquad helps supervise routine fire drills. —High-O-Scope, Corvallis High School, Corvallis, Oregon

Among The Books

FOOTBALL FUNDAMENTALS (Basic Strategy and Teaching Methods). By John F. Bateman and Paul V. B. G. Governali. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, New York. \$5.95.

The authors' purpose is to provide instructors of football with the essential fundamentals and

techniques for producing well-coached teams. Since meaningful learning and successful coaching are related, it is important, they feel, that the accepted techniques and principles of good teaching be utilized in coaching the game of football. Furthermore, students, teachers, administrators, legislators, parents, and spectators should be educated to the fact that football, as an integral part of the total educational program, is educationally worthwhile.

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- . . . Discusses administration of the football program, the men responsible for its conduct, and its proper niche in the total educational program.
- . . . Presents football as an educational experience in sportsmanship, cooperation, citizenship, self-sacrifice, perseverance, and discipline for group benefit.
- . . . The evils of football—commercialism, proselytism, and professionalism—are discussed with the purpose of control without de-emphasizing football as a sport.

Comedy Cues

Help, Please!

The telephone rang in the principal's office the other day.

"Is this the high school?" asked a worried voice.

"Yes," replied the principal, "What can I do for you?"

"I'm calling up to find out if you have any classes at night that a father can attend to learn the slang of the day, so he will be able to understand what his children are talking about," replied the worried one.

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